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ABSTRACT

Consistent with educational reform efforts, the Quality Performance Assessment (QPA) Process Module was designed to disseminate information about the QPA Process, and to be a training vehicle so that members of the Kansas State Board of Education Outcomes Education Team and the Kansas education community might have the knowledge base necessary to effectively communicate and plan a school improvement process at state and local levels. The document is divided into the following parts: (1) a discussion of desired module outcomes; (2) background information on outcomes accreditation activities; (3) a QPA orientation and overview including the phase-in cycle (transition stage) proposed timeliness, QPA stages, and operational concerns; and (4) the school improvement process--readiness, needs assessment, mission, setting improvement plan outcomes, plan for improvement, implementation, evaluation, reporting, and monitoring. A bibliography, a QPA glossary of terms, common questions and answers, a directory of the outcomes education team, a directory of QPA advisory council members, a contact address for ordering copies of Process Module transparencies, training tips, and an evaluation form for training sessions are appended. (LL)

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PROCESS MODULE

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KANSAS QUALITY PERFORMANCE ACCREDITATION (QPA)

SP035123

OUTCOMES EDUCATION TEAM

January, 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.

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PROCESS MODULE

KANSAS
QUALITY PERFORMANCE ACCREDITATION
(QPA)

OUTCOMES EDUCATION TEAM

January, 1992

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Purpose and Desired Outcomes of the QPA Process Module

Purpose:

The purpose and design of the QPA Process Module is to disseminate information about and be a training vehicle for the QPA Process so that members of the KSBE Outcomes Education Team and the Kansas education community have the knowledge base necessary to effectively communicate and to creatively plan a school improvement process at State and local levels.

Outcomes:

Members of the KSBE Outcomes Education Team have the knowledge base necessary to effectively communicate with each other and the Field on the QPA Process.

Members of the Kansas education community have the knowledge base necessary to effectively communicate with each other and the greater community on the QPA Process.

Members of the Kansas education community have the knowledge base necessary to creatively plan a school improvement process at the local level.

Members of the KSBE Outcomes Education Team and the Kansas education community have the knowledge base necessary to collaboratively and creatively expand, change, and/or improve the QPA Process adopted by the Kansas State Board of Education, March 12, 1991.

BACKGROUND MATERIAL

Background Material

Source: **Willard Daggett**: (USA Conf. Jan 91)

Throughout the 80's - America (along with the rest of the Global Community) was engaged in the actions of education reform [the old time religion - more homework, more rigor, longer school day, longer school year, reforming instruction, more and more tests, quick fixes, adding to the system]. Actions at the elementary level, actions at the secondary level, actions at vocational schools and colleges and universities. If we keep track of what we did by counting actions - we deserve an A. However, if instead of looking at the number of things we did - and looked at the results of our actions during the 80's - we have failed. Failed to truly impact the lives of America's young people.

AGRICULTURE:

In 1900, 85% of the American workforce was engaged in agriculture.
And produced enough food to feed the nation.
In 1990, only 3% of Americans are employed in agriculture.
And produces twice as much as we can eat today.

Why? - Automation. We went from a majority of workers being unskilled to a majority in agriculture today who are highly skilled.

MANUFACTURING:

In 1953, 73% of American workers were employed in manufacturing.
In 1989, 20% of American workers were employed in manufacturing.

Producing more with less workers - Automation & Technology!

[Kansas City Star, February 5, 1991 - Manufacturing productivity grew at a 3.6 rate in the 80's - the same growth rate as the average of the trading partners America competes with. The US share of exports by industrial nations is larger now in 1991 than in 1980. Between 1979 - 1989, industrial production rose by more than a third. In 1979 21 million Americans were employed in Manufacturing - down to 19 million in 1989]

Robots: 1982 - 32,000 in America
1989 - 1.3 million in America
1995 - 20-24 million in America

TECHNOLOGY:

Impacts not just on the production worker, but also on the accounts receivable clerk, the accounts payable clerk, the receiving dock worker and the truck driver. The American Association of Truck Drivers lists computer literacy as one of the five basic skills needed by truck drivers.

YET:

We continue to teach accounts payable using ledger accounts, as one of the largest enrolled courses in 2 & 4 year colleges. We teach these because they are part of our institutional heritage, whether this has anything to do with workplace skills or needs at all!

INCOME:

1989 - low wage - anything below $13,600
- high wages - anything above $45, 700
- Medium - between the two

1964 - 78% of the workforce was in the middle
- 22% on the extremes

1989 - 66% of the workforce was in the middle
- 11-13% of these were new hires - right out of school, college

SERVICE SECTOR:

Where are today's students going to work when they leave school?

Largest employer in the USA:	McDonalds
2nd largest:	Burger King
3rd largest:	Federal Government
4th largest:	Sears

22 of the top 25 employers in America are in the retail/service sector.

Service sector about to enter age of **Automation** ...

The Banking Business:

1982 - no ATMs (didn't exist)
1988 - 55% of bank transactions done by ATM
Cashiers & tellers reduced by 40% in last 6 years
Number predicted to decline another 40% by 1993
(American colleges aren't producing any workers to service the ATMs, must import technicians from other countries at high wages)

Fast Food

Automatic Order machines - put in money, make specifications, etc
Laser Ovens - the fast food business ($29.50 an hour to service)
Each fast food restaurant employees about 200 people
Where automation is adopted, only 20 will be needed.

Grocery

Fastest growing firm in USA? - Checker robotics in Deerfield FLA. Automatically empties basket, scans bar coded items, packs them perfectly with heavier items on the bottom of the sack.

1985 - 100% of their workforce was Americans
1989 - only 2% of their workforce is American - opened firms in China, Korea, Japan, and Germany where they could find the skilled labor they needed.

INFORMATION SECTOR:

By year 2000, 44% of all workers will be employed in the collection analysis, synthesis, and retrieval of data.

1983 - 7% of all paid working hours at the keyboard
1987 - 13%
1995 - 25%

INNOVATION & CHANGE & GLOBAL ECONOMY:

1982 - PC's - not mainframes, but PCs run our offices, restaurants, bar codes, etc
1986 - Fax technology
1992 - Voice actuated PCs

Satellites, fax, fiber-optics for data transmission (makes the world a much smaller place. One page of typed material costs $9.80 in America. One page in China, including the satellite system and its amortization is $1.18.

Wood Pulp Industry? It's cheaper to cut down American trees and send them to Japan to be processed and back here because of our high labor costs.

[Kansas City Star - June ,1991. When an American buys a Pontiac Le Mans from General Motors, he engages unwittingly in an international transaction. Of the $20,000 paid to GM for the car, $6,000 goes to South Korea for labor and assembly, $3,500 to Japan for advanced components such as engines and electronics, $ 1,500 to West Germany for styling and design engineering, $800 to Taiwan and Singapore for small components, $500 to Britain for marketing, and $100 to Barbados or Ireland for data processing. Only $8,000 goes to the US.

North America, Europe & Japan account for 20% of world population today - projected to drop to 10% by 2010.

Average hourly wage in 80% of the world is 50 cents per hour.

AMERICAN LITERACY:

1969 - Number 1 in the world (out of 148 nations)
1979 - Number 21
1989 - Number 49

1950 - 60% of jobs in America unskilled
1989 - 35%
1999 - 15%

1/5 students drop out of high school
1/5 students graduates HR. from "general" track
1/5 students graduates, goes to higher Ed and drops out

50% of Americans go on to higher education
25-30% of Japan, Germany, and England go on to higher Ed

Of those attending, how many complete college?

96% - Germany
98% - Japan
92% - China
50% - USA

EDUCATIONAL REFORM:

Ten core skills for the future---

- Basics - reading, writing, and math
- Keyboarding
- Data manipulation
- Concepts, principles, and systems of technology
- Resource management
- Problem solving/decision making
- Economics of work
- Human relations
- Applied math and science
- Career planning

Every industrialized nation of the world was about the business of educational reform in the 1980s. Every industrialized nation in the world, except America, focused on these ten core skills. America focused on courses, tenure, and roles in the schools. Why? We are about the business of institutional management. They were about the business of their young peoples future.

Source: **Ted Sizer**

Three things that American schools need:

Focus! Focus! Focus!

Source: **William Spady**

In a perfect paradigm shift:

Teaching has only occurred when learning is demonstrated.

Source: **Richard Caldwell** (McREL). An Essay on Educational Reform and the American Value Shift

Nearly every interest group has gotten in on the reform bandwagon:

President Bush wants to be our Education President.

Governors now talk like chief state school officers,taking up education reform and linking it to economic development.

Corporations are upset about the high cost of retraining unqualified workers and nervous about foreign competition have formed various "partnerships" with the public schools. Leaders such as H. Ross Perot are advocating forceful intervention into the affairs of the schools.

Neighborhood groups have backed ideas like "site based management" and the dismantling of huge central school bureaucracies.

Teacher's unions have advocated top-to-bottom reforms as long as tenure and other prerequisites are preserved.

Many Parents, in a financial situation to do so, have abandoned the public schools for private academies (even if they were the product of public education).

Source: **The Heritage Foundation** (Washington DC). "A Businessman's Guide to the Education Reform Debate", Backgrounder,#801, December 21, 1990.

Following A Nation at Risk, the number of business-education partnerships soared from 40,000 to over 140,000 (between 1983 & 1988).

Leaders of America's major companies understand that the nations schools must improve if the US is to remain competitive in the world market. But there is little consensus in corporate America about what actually need to be done to improve schools.

RJR Nabisco Corporation CEO - **Louis Gerstner**:

"No more rewards for predicting rain; prizes only for building arks."

Corporate Pocketbooks:

IBM - Spent $42 million on education projects in 1988
ATT - Spent $18 million in 1990
Chevron Corporation - $9 million

As a result of the past decade's efforts, class sizes have never been smaller and per pupil spending and teacher salaries have never been higher - and student performance has never been lower.

1989 poll sponsored by Allstate Insurance Company finds that business executives give American Public Education a C-.Coupled with the fact that in 1988, (According to ASTD) business spent over $30 billion on employee training and re-training.

Citicorp Savings Bank of Illinois rejects 840 out of every 1000 job applications for entry level jobs each week (teller & clerical positions) - The reason: Applicants cannot complete the application forms.

California: The Business Roundtable is calling for their state legislature to create a new system of results-based assessment and accountability through local, parent-led school councils.

Illinois: Businessmen helped convince their legislature to adopt drastic reform of the Chicago Public School system.

Ohio & Minnesota: business efforts were a pivotal force in creating public choice programs for their communities.

Michigan: Michigan's State Chamber of Commerce defeated a tax increase initiative that would have funneled more money to schools, without holding schools accountable for results.

NAEP (National Assessment of Education Progress) was created by Congress in 1969 to assess the performance of 9, 13, and 17 year old's in ten subject areas. During the 70's performance among all age groups dropped dramatically. Results of recent testing:

- Almost 60% of high school seniors were unable to understand and summarize relatively complicated reading material.
- Almost 94% of high school seniors were unable to solve multi-step math problems or use basic algebra.
- Over 50% of high school seniors were unable to understand specific government structures and functions.
- 43% did not know that presidential candidates are nominated by party conventions.
- Over 25% of all 13 year-old's were unable to add, subtract, multiply, and divide using whole numbers or solve one step math problems.

A separate test of HS Juniors using the National Assessment of History and Literature (1986) conducted by NAEP found only 54.5% of the history and 51.8% of the literature questions were answered correctly (score below 60 is failing). Students failed in 20 of 29 subject areas.

- 68% could not place the Civil War in the correct half century (26% believed it occurred prior to 1800).
- 47% believed that Karl Marx's axiom "from each according to his ability, to each according to his need" is from the US Constitution.

Source: **David Kearns**, CEO, XEROX Corporation, 1988.

The Agenda ..... from the Business Perspective:

"The task before us is the restructuring of our entire public school system. I don't mean tinkering. I don't mean piecemeal changes or well-intentioned reforms. I mean the total restructuring of our schools."

Source: **Larry Lezotte,** "1st Annual Kansas Effective Schools Conference", Salina - May 1-3, 1990.

Most active movers: Kansas, Texas, North Carolina & New York.

Problem # 1: **Changing World Society:**

Schools should be serving an **information society**, not an industrial society. Success in an information age depends upon working effectively with others. ("We're doing more of, and a better job of, preparing kids for a society that doesn't exist anymore").

- Preparing kids for a work-life of isolationism (assembly line, working alone). Success in the information age depends largely on getting people to work together effectively.
- Technology as a tool (just as we now view the pencil as a tool)
- Day in life of a worker in the information age:
  - 1 hour reading
  - 1 hour communicating
  - 6 hours listening

Need to instill in the young a desire for continuous learning.
There is a need for computer technology skills.
There is a need to teach higher-order thinking skills.

Problem #2: **Changing Expectations of Schools:**

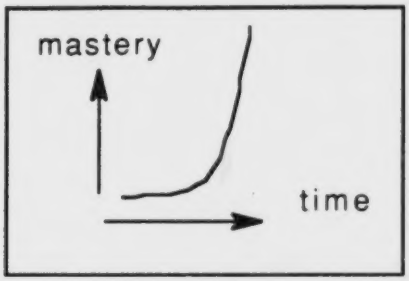
"Society is changing its expectations of what schools are supposed to do."

Bell curve of results, representative of **Industrial Society**:
In the past, schools produced a normal distribution of student successes to fit the society. Our grade system reflects

- a few at the top (leaders)
- a large mass in the middle (laborers)
- a small pool at the bottom (will be carried)

J Curve of outcomes (math expression):
The belief that most people can learn most things most of the time. Time is a functional operative of this belief. We operate everyday of our lives on the J-curve of outcomes.

J Curve:



"The top down bureacratic model is dead. "
"The flattened team model is alive."
"Cannot use bureacracy to save the democracy; must use democracy to save democracy."

Problem # 3: **Change in Clients:**

Endangered Species: The child of the middle class (1.54 birth rate). The growth sector in U.S. schools are the children of the poor and disadvantaged.

"We are having more of the kids that historically have been more difficult to teach."

Lezotte noted that he keeps on his mirror a 3" X 5" card printed with "Tomorrow is going to be tougher than yesterday" in an attempt to remind self (and audience) that it isn't going to be easy for awhile.

Source: **Joseph Murphy**. Restructuring America's Schools, Peabody College, Vanderbilt University, August 1990.

300 members of the Education Commission of the States (ECS) and the National Governors' Association listed 13 steps that policymakers can take to facilitate restructuring:

1. Develop a vision of desired student outcomes and a vision of a restructured educational system
2. Build a coalition of business, community, education and political leaders
3. Gain public and political support
4. Provide flexibility, encourage experimentation, and decentralize decisionmaking
5. Shift state and local education agency roles from enforcement to assistance
6. Restructure teacher and administrator education
7. Provide ongoing development opportunities for every teacher & administrator
8. Hold the system accountable
9. Give all students every chance to learn and contribute
10. Use policies as catalysts to promote and support restructuring
11. Identify pilot restructuring sites
12. Find new resources and reallocate existing resources for restructuring
13. Use technology to support restructuring

Source: **Jane David & the National Governors Association Report.** State Actions to Restructure Schools: First Steps.

Policymakers must promote a vision, spread the word, build statewide support for restructuring, invite school and district participation, provide support (flexibility, time, and assistance), shift the state role away from compliance and towards objectives, assistance and outcomes, focus on results, and maintain visibility.

Unlike the reforms of the 80's "the beginning steps of restructuring are exploratory. This is uncharted territory with no road maps. Inside schools, districts, state agencies, leaders and educators are learning by experimenting."

NEW PARADIGMS FOR RESTRUCTURED SCHOOLS

Schools as a Place for	Schools as a Place for
Teaching and Learning	Teaching for Learning
Sorting Youth - Societal Strate	Success for all Learners
Isolated Programs	Integrated Learning
Providing Services	Producing Quality
Physical Elements of a School Climate	Human Elements of a School Climate
Custodial Needs of Parents Administrative Convenience Labor Interests	Learning Needs of Students
Calendar Base	Mastery Base

The Prinicpal as Manager	The Principal as Facilitator
Control	Empowerment
Leadership by Formal Position	Leadership by Competence
Top Down	Participatory

The Teacher as Worker	The Teacher as Leader
Content Coverage	In Depth Topics
Telling	Telling, Showing, Guiding, Grouping, Intervening, and Coaching

Students Acquire Information	Students Apply & Use Knowledge
Rote Learning	Higher Order Thinking
Independence/Isolation	Cooperation
Listen, Remember, Respond, Be Patient, Be On Time, Stay in School	Have Goals, Master Basics, Learn to Learn, Find, Organize, Apply Information, Inquire, & Solve Problems
Finishers	Learners

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SKILLS NEEDED BY FUTURE WORKFORCE

Skills	Carnevale, Gainer, and Meltzer*	Brock, Marshall, Carnevale, Tucker, Sculley, etc.*	Carkhuff*
Learning to learn	Exposure to various learning strategies and analytical approaches and instruction on how best to apply strategies awareness of one's own learning approach	An exhibited capacity to learn	Learning to adjust and adapt Processing skills
Reading, writing, computation	Basic academic skills: Reading (analytical, summary, comprehension) Writing (analysis, conceptualization, synthesis, distillation of information, clear articulation) Mathematics (problem identification, reasoning, estimation, problem solving)	Demonstrated ability to read, write, compute, and perform at world class levels in general school subjects (math, physical and natural sciences, technology, history, geography, politics, economics, and English)	Receiving information Processing skills
Listening and oral communication	Listening: content, conversation long-term context, emotional meaning and directions Oral: recognizing own style of communication and approaches that are different from own and how to adjust		Information processing Giving information Receiving information
Creative thinking/problem solving	Creative thinking: problem solving, personality awareness and development, and group team building Problem solving: cognitive group interaction and problem processing skills	An exhibited capacity to think and solve problems	Organizational processing Thinking and initiating skills
Self-esteem, goal setting--motivation and personal career development	Self-esteem: recognize current skills and understand emotions and abilities to cope with stress, change, and criticism Goal setting/motivation: self-awareness, self-direction, and adaptability Personal/career development: techniques for understanding and expanding skills inventories, career planning, and management		Interpersonal processing skills
Interpersonal skills, negotiations, and teamwork	Interpersonal skills: ability to judge and balance appropriate behavior, cope with undesirable behavior in others, absorb stress, deal with ambiguity, inspire confidence in others, share responsibility, and interact with others Negotiations: techniques for separating people from problem, focusing on interests not positions, inventing options for mutual gain, and using objective criteria Teamwork: recognize and cope with various personalities, understand group dynamics, and recognize skills of fellow members	An exhibited capacity to work effectively alone or in groups	Ability to think and work together in the common cause of a mission Technologizing (breaking jobs into tasks)
Organizational effectiveness and leadership	Organizational effectiveness: understanding of organizations and why they exist Leadership: Understanding goals and strategies of organization, developing and communicating a vision, influencing the behavior of others, and projecting emotional stability		Strategic, systems, operations, and performance planning Synthesizing goals and operationalizing programs

*Material was taken from *Workplace Basics: The Skills Employers Want*, Washington, D.C.: U.S. Department of Labor, American Society for Training and Development, 1989; *America's Choice: High Skills or Low Wages*, New York: National Center on Education and Economy, Commission on the Skills of American Workplace, 1990; and *The Age of the New Capitalism*, Amherst, Mass: Carkhuff Thinking Systems, 1985.

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OUTCOMES ACCREDITATION ACTIVITIES

Background Information on Outcomes Accreditation Activities

AD HOC ACCREDITATION ADVISORY COMMITTEE (Spring/1987):

During the spring of 1987 an Ad Hoc Accreditation Study Committee was appointed to develop recommendations for changes in Kansas school accreditation. The Ad Hoc Committee members included teachers, superintendent, principals and a school district board member. As part of their charge the committee reviewed research and reports on effective schools and educational practices, the North Central Association standards and procedures, accreditation practices in other states and the procedures and regulations for accrediting Kansas schools.

The Ad Hoc Accreditation Study Committee developed recommendations based on the following assumptions:

- That schools maintain quality personnel capable of fulfilling the mission of quality education.
- That schools undergo an evaluation process periodically to ensure that they are working toward the development and maintenance of a quality educational program.
- That the criteria for school evaluation and improvement as standards for quality education be clearly defined and communicated.

During the months of August and September, 1987, six regional meetings were held to receive suggestions and reactions from Kansas educators relative to the suggested recommendations. In general, there was a great deal of support for changes in the state accreditation system, particularly a system that would focus on accountability.

At the same time the Kansas State Board of Education, based on its Strategic Plan, adopted activities aimed at monitoring two schools in Kansas which had adopted the North Central Association model for outcomes accreditation.

GOVERNOR HAYDEN'S COMMITTEE ON ACCOUNTABILITY (June/1988):

The Governor's Public School Advisory Council - The Committee on Accountability recommended to the Governor that the State Board of Education establish a task force to study the concept and implications of an outcomes-based accreditation system. Specifically the committee asked that consideration be given to:

- State accreditation of public school districts based on outcomes rather than on mandated programs, input or counting.
- Developing the idea that districts are to be held accountable for outcomes and that a high school diploma indicate a level of competence.
- Shifting responsibility for outcomes from the state level to the local level.
- Reallocation of the state agency's resources to provide assistance in service rather than focusing on compliance.

McREL REPORT TO THE STATE BOARD:

As a beginning step in the development of an outcomes system for Kansas, the State Board worked with representatives from the Mid-continent Regional Educational Laboratory (McRel) to determine key issues to be addressed. Design decisions common to all types of performance accountability systems entail decisions regarding: (1) What will the indicators be? (2) At what level will data be collected? (3) At what level will data be aggregated and reported? (4) What mechanisms will be used for reporting? (5) Will schools be compared?

Subsequent reports and work sessions were scheduled and continue to be scheduled with the State Board as the process for developing an outcomes accreditation system continues.

OUTCOMES ACCREDITATION TASK FORCE (OATF) (December/1989-December/1990):

November, 1989 the Kansas State Board of Education approved the Outcomes Accreditation Task Force Mission Statement and appointed the members of the task force. The mission statement reads:

The charge to the Kansas Outcomes-based Accreditation Task Force, with the assistance of Kansas State Department of Education staff, was to engage in data gathering, research and discussion concerning the various components of state accountability systems, how the school accreditation system fits into the overall system, and how it interacts with the other components of the total system. Periodic reports and a final comprehensive report were to be forwarded to the Kansas State Board of Education. In preparing its report, the task force examined school accreditation and accountability system practices in other states; gathered input from local school districts; obtained and studied research information from various local, regional and national sources, universities in Kansas and elsewhere, and other appropriate agencies. The task force was to examine the potential impact of various configurations of new accountability systems on the current functions and systems of the Kansas State Department of Education and recommend, in its final report, an outcomes-based accreditation system to be piloted in Kansas schools.

December, 1989 the Outcomes Accreditation Task Force met in Wichita with Dr. Lawrence Lezotte to plan their timeline and scope of work over the next year. The Task Force, under the leadership of Dr. Max Heim, met monthly throughout 1990 to review outcomes accreditation issues, design a system for Kansas, solicit and process reactions from practitioners and other interested parties, and prepare a final report. The Task Force's Final Report was presented to the State Board of Education at their meeting on December 11, 1990.

On December 12, 1990 a work session for the State Board of Education on Assessing Progress Towards Restructuring was conducted by Dr. Shirley McCune of Mid West Regional Laboratories (McRel). Subsequent work sessions were conducted in January, February and March, 1991. During these sessions, the Board further reviewed and worked with the OATF Report, Dr. Mc Cune's recommendations regarding restructuring, and the Commissioner and staff recommendations regarding an outcomes accreditation process.

QUALITY PERFORMANCE ACCREDITATION (QPA)
(January/1991-Present):

The Quality Performance Accreditation Process was formally approved by the State Board on March 12, 1991. It addresses school improvement, accountability, and individual student performance at the building level. The plan is intended to be flexible and subject to change based upon input from 50 school districts, 150 attendance centers to be selected to pilot the process during the 1991-92 school year. Regulations, which will be subject to public hearing are to be developed over the 1991-92 school year with the assistance of the pilot districts.

Six regional meetings were held during the months of March and April, 1991. The purpose of the regional meetings was to provide information on the newly approved State Board of Education Quality Performance Accreditation system. In addition, application packets for the 1991-92 Pilot were mailed to all superintendents.

April, 1991 the State Board of Education approved the 50 districts to pilot the QPA during the 1991-92 school year. Staff from the Outcomes Education Team of the State Board of Education were assigned to particular pilot districts to serve as the liaison between that district and the State Board. Staff then worked with the districts in the identification of the schools to be involved in the process. Each district was able to identify a maximum of three schools.

Five regional meetings were held in May, 1991 to provide for initial contact between representative teams from the pilot districts/schools and the State Board staff. The agenda for these initial sessions was developed through consultation with a 15 member input committee consisting of teachers, administrators and central office administrators. The purpose of the meetings was to provide pilot district/school representatives the opportunity to meet each other and KSBE staff, ask questions and share input. Following these regional encounters, a subsequent "high intensity" work retreat was to be conducted. The focus of this activity would be to provide QPA pilot school representatives and State Board staff an opportunity to work together to develop procedural guidelines necessary to implement the QPA process.

QPA CONGRESS (June /1991):

On June 20-21, a "high intensity" work session with representatives of the 50 QPA Pilot Schools and State Board staff was held at McPherson High School, to answer questions about QPA, to find solutions to problems and to give direction to efforts both at the state and local levels. The philosophy behind the meeting was simple:

Together we will make it work.

The organization and planning for the Congress was massive. Each pilot district was invited to send a team of six staff who were divided into six topic groups. These six groups worked, during the two day session, to develop responses and recommendations to issues which were raised in earlier QPA meetings (both the regional informational meetings and the first introductory meetings with the pilot schools).

The six topic teams were asked to focus on issues under the following headings:

- The QPA Process
- Integrated and aligned curriculum & assessment
- School Improvement
- School Profile
- Community Involvement
- Outcomes, Standards & Indicators

Once the Congress participants assembled, nearly 350 practitioners worked with approximately 40 KSBE staff to continue developing the QPA process. The experience was exceptionally positive, although, as with any change process, it brought its share of frustrations as well. The sessions were structured so all members could work in developmental groups of ten or fewer participants.

The single most significant element of the Congress was the fact that KSBE staff provided a forum for practitioners from the field to work in collaboration with the Agency in developing the details of the accreditation program.

As a result of this collaborative effort, pilot districts receive a compilation of the recommendations and clarification of terms and expectations for implementing the QPA during the pilot year.

Quality Performance Accreditation Pilot Project Plans

PILOT PROJECT OVERVIEW (1991-1992 School Year):

In most cases, it is expected the first year of the Quality Performance Accreditation process will be concentrated on implementation of the school improvement process, training in areas of need, and development of operational guidelines and procedures. The QPA process was designed to be supported by existing State Board personnel. Agency leadership is dedicated to adherence to that concept. Certainly the Outcomes Education Team has been created to support the QPA and assist the schools. However, it is recognized that many of the QPA issues are new to virtually all educators. As such, developing a training of trainers network including State Board staff and practitioners, will be an essential activity during the first year of the program.

TRAINING AND TECHNICAL ASSISTANCE (1991-1992 School Year):

The Outcomes Education Team will continue to focus on ways to support the pilot schools as they implement the QPA process. Training of staff as trainers and facilitators and "brokering" resources and services will be major thrusts. Staff will need to be information resources and trainers in such areas as QPA concepts, school improvement processes, assessment and disaggregation of data issues, integrated curriculum development, instructional leadership, shared decision-making processes and group dynamics and development, and a variety of related issues.

POST PILOT PROJECT YEAR PLANS (1991-1995 School Year):

Following the pilot year of the QPA process, we can expect the process to expand rapidly. The developmental work accomplished through the joint efforts of the pilot schools, State Board Staff and others will result in subsequent schools entering the QPA systems through a much smoother, more meaningful transition. It is expected that the QPA system is an on-going, dynamic process. This concept has been discussed and endorsed by the consensus of the State Board. However, many operational details must be developed early to best guide the schools as they enter the new system. The pilot year must be devoted to this developmental process.

Kansas State Board of Education
Outcomes Accreditation Chronology

A Calendar of Activities from April 1987 to Present

April - August, 1987	Ad Hoc Accreditation Committee Meetings
July, 1987	The NCA office at Wichita State University completed "A Comparison of North Central Association and Kansas State Bostf of Education Accreditation Standards".
August 26, 1987	Accreditation Regional Meeting - Dodge City
August 27, 1987	Accreditation Regional Meeting - Colby
September 2, 1987	Accreditation Regional Meeting - Concordia
September 3,1987	Accreditation Regional Meeting - Wichita
September 11, 1987	Accreditation Regional Meeting - Holton
September 15, 1987	Accreditation Regional Meeting - Greenbush
January, 1988	Through Its Strategic Plan the State Board of Education initiated activities on Outcomes-based Accreditation (A1.112)
March, 1988	Report to the State Board regarding accreditation recommendations from the Ad Hoc Accreditation Study Committee
June, 1988	The Governor's Public School Advisory Council: The Committee on Accountability issued a report with recommendations to study an outcomes-based accreditation system.
July, 1988	Presentation to the State Board of Education by KSDE staff - "Outcomes Accreditation: Considerations for Redesigning a State Accreditation System in Kansas".
September, 1988	State Board of Education Work Session with McRel and North Central Association representatives. Topic: "Identifying Policy Issues Relative to Redesigning a State Accreditation System".

September, 1988	Report on Accountability Efforts in the Lawrence Public Schools by Dan Neuenswander, Superintendent and Lawrence USD staff.
February, 1989	Presentation to the State Board of Education by McRel and KSDE staff on Outcomes Accreditation: Considerations for Policy Decisions by the State Board and Local School Districts in moving toward an Outcomes Based Accreditation System.
November, 1989	Outcomes Accreditation Task Force (OATF) Mission Statement approved and members of the Task Force selected by the State Board.
December, 1989	Outcomes Accreditation Task Force meets in Wichita with Dr. Lawrence Lezotte to plan their timeline and scope of work over the next year. The OATF continued to meet monthly throughout 1990.
September 14, 1990	OATF Regional Meeting - Shawnee Mission
September 17, 1990	OATF Regional Meeting - Dodge City
September 18, 1990	OATF Regional Meeting - Colby
September 19, 1990	OATF Regional Meeting - Hays
September 20, 1990	OATF Regional Meeting - Greenbush
September 21, 1990	OATF Regional Meeting - Wichita
September 24, 1990	OATF Regional Meeting - Topeka
September 25, 1990	OATF Regional Meeting - Salina
December 11, 1990	OATF Final Report presented to the State Board of Education .
December 12, 1990	State Board of Education work session with McRel on Assessing Progress Towards Restructuring.

January 15, 1991	State Board of Education Work session.
February 10-11, 1991	Work Session on Outcomes Planning.
March, 1991	State Board of Education Work Session on Quality Performance Accreditation (QPA).
March, 1991	State Board of Education adopted a Quality Performance Accreditation Program and Plan of Action for carrying out the process.
March 25, 1991	QPA Regional Meeting - Greenbush
March 26, 1991	QPA Regional Meeting - Oakley
March 27, 1991	QPA Regional Meeting - Sublette
March 28, 1991	QPA Regional Meeting - Perry
April 2, 1991	QPA Regional Meeting - Clearwater
April 3, 1991	QPA Regional Meeting - Concordia
April, 1991	State Board approval of 50 QPA Pilot Districts.
May 6, 1991	QPA Pilot District Meeting - McClouth
May 7, 1991	QPA Pilot District Meeting - Yates Center
May 8 1991	QPA Pilot District Meeting - Hutchinson
May 8, 1991	QPA Pilot District Meeting - La Crosse
May 9, 1991	QPA Pilot District Meeting - Manhattan
May, 1991	State Board of Education QPA Up Date.
June 20-21, 1991	QPA Congress in McPherson.

Outcomes Accreditation Historical Perspective

1987-1988

- **Ad Hoc Accreditation Committee** (Appointed to develop recommendations for changes in Kansas school accreditation)

- **Governor Hayden's Committee on Accountability** Recommended to the Governor that the State Board of Education establish a task force to study the concept and implications of an outcomes-based accreditation system)

1988-1989

- **McRel Report** to the State Board of Education: Considerations for Policy Decisions in Moving Towards an Outcomes-Based Accreditation System

- Appointment of **Outcomes Accreditation Task Force** (OATF) to review outcomes accreditation issues, design a system for Kansas, solicit and process reactions from practitioners, and prepare recommendations for the State Board

1989-90

- **OATF Report** to the State Board: Recommendations for an Outcomes Accreditation System for Kansas
- State Board **Work Session** with McRel on restructuring

1990-91

- **Quality Performance Accreditation** adopted by the State Board
- **50 Pilot Districts** selected to pilot QPA
- **QPA Congress** held to create a working blueprint for operationalizing the QPA

1991-92

- **50 Districts** Pilot the QPA Process
- **Regulations** to Guide the Process Developed

QPA ORIENTATION and OVERVIEW

Phase-in Cycle/Transition Stage

As recommended by the State Board of Education's Outcomes Accreditation Task Force, the Quality Performance Accreditation system will be phased in throughout all Kansas school districts over a four-year period.

These four years need to be viewed as a state-wide transition period which results in a Kansas educational system focusing upon the skills, attitudes, and knowledge that all students need to live, learn, and work in a global society. It needs to be stressed that "all students" includes students of special populations [i.e. special education, vocational programs, support programs (like Chapter I), et. al.]

The QPA system is intended to be flexible and developmental in nature, to be developed and revised/refined/customized through input from those involved in the implementation as well as those with a vested interest.

The plan will be phased in as follows:

1991-92
- 50 districts volunteer to implement the process and begin the 4-year cycle
- Awareness and planning

1992-93
- 100 additional districts begin the process
- Awareness and planning

1993-94
- 100 additional districts begin the process
- Awareness and planning

1994-95
- All remaining districts begin the process
- Awareness and planning
- Original 50 districts complete the first 4-year accreditation cycle

Proposed QPA Timelines

In order for the implementation of the Kansas Quality Performance Accreditation system to be conducted in an orderly and efficient manner, careful planning must occur. Appropriate personnel must be designated and utilized, and the key personnel and other stakeholders must pursue a plan of action which assures that the desired outcomes will be attained.

It is recognized that no two schools can be expected to proceed through an accreditation process at the same pace nor to implement a stage of the process to the same depth or with the same emphasis. District/school needs, personalities and philosophies of individual staff members, and interpretations of the various components of a given process will require that some flexibility be allowed in any prescribed accreditation process.

Because of the varying paces that will be followed by the participating schools, the following suggested guidelines and sequences for activities are organized into **STAGES** rather than into years of implementation.

QPA Stages:

Stage 1 - ORIENTATION AND PLANNING

Stage 2 - SCHOOL IMPROVEMENT PLAN (SIP)

Stage 3 - IMPLEMENTATION, EVALUATION, AND REVIEW OF SCHOOL IMPROVEMENT PLAN (SIP)

Stage 4 - ON-SITE VISIT

STAGE 1 - ORIENTATION AND PLANNING

- Commitment of school's key decision-makers
- Orientation of total school staff re: QPA
- Informational activities
  - √ School/district/area media information
  - √ Generate public commitment
- Orientation of local Board of Education
  - √ Review QPA philosophy and commitment of State Board of
  - √ Education/Legislature
  - √ Support of schools in taking risks
  - √ Financial support needed
    - Release time for teams and faculty
    - Travel expense
- Develop "District/School Four-year Strategic Plan"
  - √ Written plan developed by Steering Committee, for LEA use (not submitted to KSBE)
  - √ Plan for guiding LEA through all 4-stages of the cycle.
  - √ Includes a process for the dissemination of information and for activities celebrating accomplishments
- Designation of QPA Teams and Work Groups/Committees
  - √ District and school levels
  - √ Designation of QPA Coordinator and District/ School QPA Steering Team
  - √ Assign specific charge of responsibilities to teams and individuals
  - √ Team/individual training and orientation for responsibilities
- Initiation of collection of initial profile data
- Involvement with State contact person
  - √ Contact's responsibilities
  - √ Contact's understanding of school
  - √ Assessment and review of progress to date with State contact person

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STAGE 2 - SCHOOL IMPROVEMENT PLAN (SIP)

- Development of local outcomes (optional)
  √ If the LEA elects to adopt local outcomes, it should provide for broad-based district/school input regarding the specifics of the outcomes. Consensus of staff and adoption of the outcomes by the local Board of Education are essential.
- Consensus of staff on local indicators where required for State outcomes.
- Collection of existing data pertaining to State and local outcomes. The generation of new data is not required at this point.
- Disaggregation (by gender, race, socioeconomic status) and analysis of data.
- Development of initial school profile
  √ Includes all existing data pertaining to State and local outcomes; however, the initial profile can address additional factors. This becomes the primary needs assessment for the first school improvement plan.
- Development of district and school mission statements
  √ If a mission statement(s) already exists, procedures shall be established for the review/revision of such mission statements.
- Development of School Improvement Plan (SIP)
  √ Various models exist; districts/schools are at liberty to adopt/adapt any existing model or to create an improvement model of their own.
  (1) Agreement upon areas of discrepancy between present level and state and local outcomes
  (2) Designation of target areas for initial School Improvement Plan (areas needing immediate attention). Using data collected on each of the 10 State outcomes, schools shall prioritize the ten outcomes according to local needs and write improvement plans which will document how each of these outcomes will be addressed over the four-year cycle. *"Addressing" an outcome means to develop and implement a plan for improvement related to the issue within the outcome. It is not expected that improvement activities will be undertaken for each outcome each year.*

(3) Development of activities for improvement (corrective actions), including priorities, specific timelines, persons responsible, resources needed, and evaluation indicators. *(See Module component related to the School Improvement Plan).*

- LEAs may identify regulations which might prohibit the initiation of some needed activities for improvement. The LEA may submit waiver requests to the KSBE.
- Submittal of SIP to local Board of Education and State Board of Education (adoption by local BOE).

STAGE 3 - IMPLEMENTATION, EVALUATION, AND REVIEW OF SCHOOL IMPROVEMENT PLAN (SIP)

- Implementation of SIP activities
- Collection of evaluative data
  - √ This occurs at various points throughout the whole process to determine whether targeted goals are being reached and whether strategies and activities are effective.
- Disaggregation of data pertaining to local and State indicators
- Analysis of data.
- Current Data is utilized for feed-back into new cycle of:
  - √ Possible revision of mission statement(s).
  - √ Updating initial school status profile.
  - √ Evaluating/reviewing progress toward implementing and achieving the targeted SIP outcomes.
  - √ Identifying target areas for improvement.
  - √ Updating SIP.
  - √ Communicating and Celebrating.
- Submittal of updated SIP to State Board.
- Continued implementation of SIP.
- Submit annual report to State and local boards of education:
  - √ Disaggregated data pertaining to state indicators and any local indicators.
  - √ A statement of progress toward improvement plan outcomes/goals.
- Update of staff re: progress toward meeting Outcomes.
- Ongoing staff development related to QPA issues and staff's responsibilities in the QPA Process.
- Repeat Stage 3 cycle.

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STAGE 4 - ON-SITE VISIT

- Visit to be conducted at least once during each four-year accreditation cycle.

- Organization of building on-site team:
  - √ Composition of on-site team to be determined by the pilot schools during the pilot year.

- Purpose of on-site visit:
  - √ Validate progress toward achieving State Board and local outcomes.
  - √ If necessary, recommend changes to the SIP and/or technical assistance.

- Team members will be sent, in advance, data re: school profile and the SIP.

- Visit shall be comprised of:
  - √ Review of documentation
  - √ Interviews
  - √ School observations

Operational Concerns

No one school improvement model to follow:
During the 4-year transition phase, much flexibility shall be allowed districts/schools, specifically regarding a tightly prescribed model to be used in most aspects of the total process of accreditation. As stated above in the section on Proposed QPA Timelines, LEAs are at liberty to adopt or to adapt any existing school improvement process to their school's unique needs. Likewise, an LEA may elect to develop a new model for these purposes.

Phase-in of District Schools not Part of First-Year Pilot
When the 50 districts were selected for participation in the first-year pilot, each district was limited to the selection of only three schools to be designated as the initial 150 pilot schools. At the same time, these districts were encouraged to consider the involvement of additional schools within the districts to follow the QPA accreditation procedures, but to be officially designated as QPA schools later in the four-year cycle. To the extent possible, the KSBE staff will serve these other schools through inservice and other activities, but state QPA data will be required only from the schools officially designated as QPA schools.

- Following the completion of the first-year pilot, selection of the additional schools for the program will continue to be based upon an application process. Selection of the remaining schools within the initial 50 districts will be based upon data submitted by the districts, including readiness and commitment for participation in the program.

Schools not designated for participation in the QPA program will continue to operate under the "old" school accreditation system and be accredited accordingly.

Accreditation Status

School accreditation through the QPA process will be granted upon the basis of participation and continued progress toward the State outcomes (and local outcomes, if applicable). Data submitted to the KSBE by the school, together with the validation of progress through the on-site audit process, will be the primary means for documenting "continued progress". Nonaccreditation shall be invoked only when a school/district elects not to participate in the QPA process or is unable to document continued progress toward the State outcomes.

QPA SCHOOL IMPROVEMENT PROCESS

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KANSAS QPA SCHOOL IMPROVEMENT PROCESS

Although the School Improvement Process is the vehicle through which Quality Performance Accreditation is achieved, no one model must be used by a district/school. LEAs have the latitude to investigate a variety of systems and choose to adopt/adapt/create one that fits their needs.

The process focuses upon the performance of all Kansas students. All students includes students of special populations [i.e. special education, Vocational programs, support programs (like Chapter I), et. al.]. The process includes State and local outcomes, standards, and indicators. The comprehensive outcome process is a collaborative approach to school improvement. The school and the student are part of a dynamic community which has as its mission lifelong learning for a competitive global society.

The process is cyclical and non-linear. Several steps can occur simultaneously.

A feedback loop exists within the process allowing current data and information to be used for: Reassessing the mission statement, updating the school status profile, evaluating progress toward implementing and achieving targeted outcomes, identifying new target areas for improvement, updating the school improvement plan, communicating/PR, and as the basis for celebrating successes.

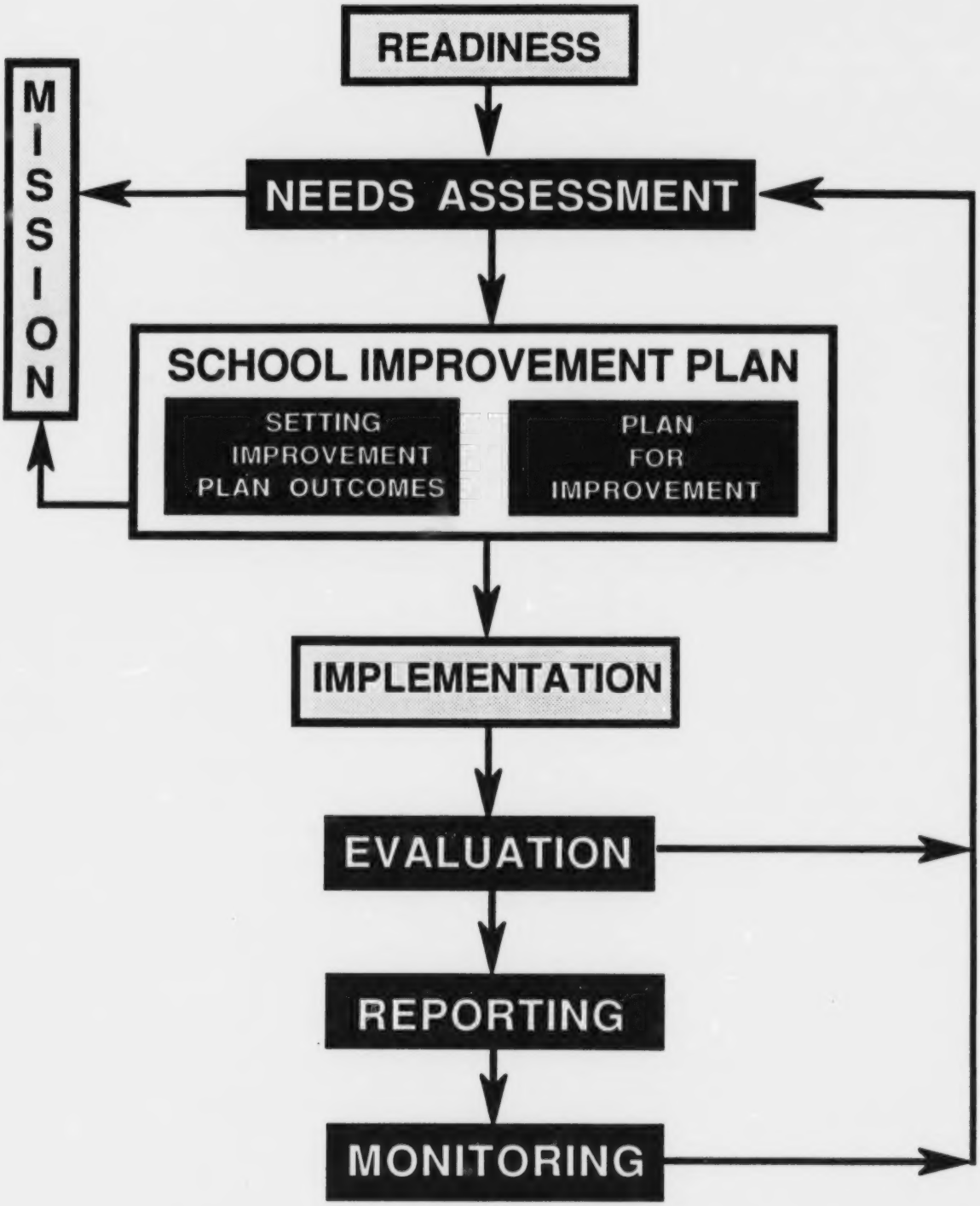
The Kansas QPA document (March 12, 1991) addresses six cyclical steps to be followed in the school improvement process:

(1) Self evaluation or needs assessment
(2) Setting improvement plan outcomes
(3) Plan for improvement
(4) Evaluation
(5) Reporting
(6) Monitoring

The QPA Congress (June 20-21, 1991) delineated additional steps needing to be addressed in the school improvement process:

(7) Readiness
(8) Developing district/school mission statements
(9) Implementation of the School Improvement Plan

QPA SCHOOL IMPROVEMENT PROCESS



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READINESS

Purpose

To educate the total community in the overall QPA process. It is extremely important because readiness is the foundation for change. The following actions are recommended for the completion of this orientation:

- Build awareness.
- Build a vision. (Where are we going?)
- Know ultimate purpose (i.e. to impact student learning in positive way).
- Gain ownership and commitment to process by students, parents, community, school staff and local Board of Education.
- Educate total community: Process overview, review research, create common language, review change process.

QPA District/School Steering Team

The following are primary components necessary for the establishment of a steering team:

- Purpose: The function of a steering team is to provide leadership in initiating, managing and facilitating the collaborative process of school improvement.
- Team formation: Selection procedures should be developed by each district/school. Membership needs to be representative of the total school and district community. Parental involvement is encouraged. Team size needs to be limited to a number most condusive to effective group dynamics.
- Expectations: Through input from the total community, the team should develop a written district/school 4-year strategic plan containing expectations, goals, a timeline, persons responsible, and a mission statement. A process for distributing information and the development of activities for celebration of accomplishments needs to be developed as well. The steering team should establish ground rules/guidelines to assist when meeting. Roles need to be assigned (i.e. Team Coordinator and Team Recorder).
- Training: Training in the areas of consensus, collaboration and leadership is needed by the team in order to build skills and practice teaming.

Information/Communication

The LEA should engage in informational activities because of the essential need to utilize a collaborative approach in decision making and the need for involvement and endorsement of the process by representative groups.

The following activities are possible methods for assuring that adequate communication has occurred:

- Establish networks for information sharing
- Develop a creative structure for collaborative meeting times
- Staff development
- Leadership team training
- Educate the public
- Publicize and celebrate success
- Utilize State assistance (resources and technical assistance)

NEEDS ASSESSMENT

Data Collection and Disaggregation

Baseline data collected on all students might include indicators of:

- student learning outcomes
- successful integration of special populations
- student behavior
- effective instructional practices
- school climate
- parent and community involvement
- staff development priorities

Data must be disaggregated according to the following identified student subpopulations:

- gender
- race
- socioeconomic status

Further disaggregation is encouraged by the SEA, as appropriate to local needs.

Data Organization

Each school is to create an initial building profile describing existing baseline data related to State Board of Education outcomes, any local outcomes, and any additional factors they wish to include. If no data exist regarding one or more outcomes, so indicate in the initial profile.

Data Analysis

The school will analyze and interpret the needs assessment results; the purpose being to ensure that the identified strengths and areas for improvement in the assessment lead to correct conclusions. As a result of analysis, outcomes will be prioritized for improvement.

In Subsequent Years:

- Data will be collected/updated and additional needed indicators will be collected on all ten State outcomes and any local outcomes.
- All data will be used for prioritizing future outcomes.

MISSION

Characteristics of a Mission Statement

A mission states the purpose of the organization; defines the chief function; justifies existence and identifies the clientele (those who are served). It is outcomes driven and articulates those outcomes; it is broad, idealistic and philosophical; it is determined through community needs assessment/analysis. The mission statement is broad enough that it need not change unless the community environment changes. It answers the question "Why do we exist?"

State Outcome #2 requirement

- Schools must have a clearly-defined mission statement addressing the need to prepare learners to live, learn, and work in a global society.
- Schools must present evidence that a clearly defined mission statement has been developed.
- Schools must document the involvement and support of the community in establishing the mission statement.
- Schools must present evidence that their mission is utilized in the school improvement process.

Recommended Steps in Developing a Mission Statement

- There needs to be a broad representation of the school system and community in the development of a district and a school mission statement because it reflects philosphies, values, and a particular world view/paradigm.

- If a mission statement(s) already exists, procedures should be established for the review/revision of such mission statements.

- In order to focus the school organization and community, consensus needs to be achieved on mission endorsement.

- The mission needs to be disseminated/utilized and evidence presented documenting this.

SETTING IMPROVEMENT PLAN OUTCOMES

Prioritizing Improvement Plan Outcomes

The following steps should be taken in the prioritizing of the outcomes to be addressed in the school improvement plan (SIP). *NOTE: "Addressing" an outcome means to develop and implement strategies designed to reduce the discrepancy between the present level and the desired outcome.*

- By using State Board of Education outcomes and school data related to them, each school will determine priorities among possible improvement plan outcomes and then prioritize the outcomes according to local needs.
- Improvement plan outcomes are built upon documented areas of need and are sufficiently ambitious to foster meaningful improvement.
- Total school community should be involved in prioritizing improvement plan outcomes.
- Prioritized outcomes will be addressed through the application of resources and strategies.
- Within the four-year accreditation cycle, each of the ten State outcomes needs to be addressed.
- Because the process focuses upon student performance, improvement plan outcomes become the focal point of the school plan.

Developing Local Outcomes (optional)

- Each LEA may choose to adopt local district/school outcomes and related data for consideration in determining improvement plan outcomes for the school.
- Broad-based district/school input regarding the specifics of the outcomes needs to be provided.
- Consensus of staff and the adoption of the outcomes by the local Board of Education is essential.

Local Indicators

- Each LEA is required to establish local indicators for seven of the ten outcomes.
- Consensus of staff is needed for local indicators required for State outcomes.

PLAN FOR IMPROVEMENT

Development

- Each school will develop and submit to KSBE specific plans for achieving its improvement plan outcomes.
- The written improvement plan will document and justify how each of the 10 State outcomes and any local outcomes will be addressed over the next four years.
- Benchmarks for each of the outcomes should be developed so districts/schools will know when and if they have met the outcome. (All 10 State outcomes do not necessarily need to be met the first year).
- Focus will be on both process and product.
- Needs to be developed during the first year.

School Improvement Models

Various models exist (NCA-OA; Effective Schools; McREL A+; Deming; IDEA). Districts/Schools are at liberty to adopt/adapt any existing school improvement process or to create a new model.

Endorsement

- Solicit faculty/community endorsement of draft SIP.
- Submit School Improvement Plan to the local Board of Education.
- Submit SIP endorsed by local Board of Education to the State Board of Education.

Communication

- Develop procedures for communicating information about school improvement.
- The How?, When?, To Whom? should be determined at the local level.

Required Components of School Improvement Plan (SIP)

- A statement of the improvement plan outcomes pursued and their relationship to State Board outcomes and local outcomes. (This addresses any discrepancy between the present level and State and local outcomes).
- Strategies to achieve the improvement plan outcomes. (The specific actions needed to be implemented in order to reach the school/district outcomes).
- The person(s) responsible for implementing each action.
- A timeline for achieving the improvement plan outcomes.
- Ways to measure progress toward the improvement plan outcomes.
- Staff development plans which address the improvement plan outcomes related to learner outcomes. (Staff training necessary to improve the quality of education that is identified in the school improvement plan).

Existing School Improvement Plans (SIP)

If an LEA already has a SIP in place, the existing plan must be reviewed to assure that:

- The outcomes within the SIP address QPA State outcomes.
- The community and school were involved in the SIP development.
- The SIP includes the six components required by QPA.

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

March 3, 1992

TO: QPA Pilot Schools and Interested Kansas Educators

RE: School Improvement Program Models -- AN UP-DATE

In late July, 1991, we distributed a small packet of materials describing school improvement program models. The purpose of this mailing is to up-date that material and add some perspective to the process.

Since that mailing, we've received many contacts from educators throughout the state asking how a school should get started in QPA. Although our experience has revealed that some variety exists in start-up activities, it is our recommendation that schools look first at the school improvement process.

Although the basic process of school improvement hasn't changed since our last mailing, we've managed to add some detail to the guidelines in our first mailing. One of those changes is an elaboration on the steps. As a result of suggestions made by our pilot schools, we've added two steps to the basic process. Those steps are reflected in italics below:

- *Readiness*
- Self evaluation or needs assessment
- Setting improvement plans outcomes
- Plan for improvement
- *Implementation*
- Evaluation
- Reporting
- Monitoring

Another area that has demanded considerable attention recently is the step calling for data collection and analysis. Above, this refers to the item called "Self evaluation or needs assessment". Often, this step is referred to as "developing a school profile". We've found that this process involves more than just administering an attitude survey or a conventional needs assessment questionnaire. For that reason, the two terms that were used originally probably do not serve our needs as well as the building profile concept. Outcomes Education Team members are currently working to develop additional materials to assist schools is this phase of the process.

We are striving to keep schools up-dated on the activities related to the implementation of the QPA system. To the extent that our resources and energies allow, we hope you'll contact us when we can be of further assistance.

Craig R. Shove
Team Leader
Outcomes Education Team

ACTION STEPS IN A SCHOOL IMPROVEMENT PROCESS

Sample School Improvement Models

COMPONENTS	NCA- OA	McREL A+	DEMING	I.D.E.A.	EFFECTIVE SCHOOLS	ONWARD TO EXCELLENCE
ADVANCE PREPARATION	• Make the OA Commitment • Get Started	• Develop a Team Approach to Decision Making	• Organization	• Readiness • Planning • Retreat	• Preparation Orientation Team Formation Team Training	• Getting Started • Learn about Research
NEEDS IDENTIFICATION	• Collect & Analyze Data	• Assess Current Efficiency, Effectiveness & Excellence	• Assessment		• Focus Mission Vision • Diagnosis Collect Data Disaggregate Diagnose	• Profile • Set Goal
ACTION PLANNING	• Develop a Mission Statement & Select Target Areas • Develop a School Improvement Plan	• Analyze Data & Select a Starting Point • Select Goals & Target Student Performance Outcomes	• Planning	• Design • Training	• Develop Plan Objectives Strategies	• Check Use of Practice • Prescription
IMPLEMENT		• Select Appropriate Strategies & Tactics • Develop an Improvement Plan & Institutionalize Change	• Initial Implementation • Expansion • Integration	• Implement	• Implementation Monitoring Evaluation Renewal	• Implementation Plan • Implementation
EVALUATE	• Document & Modify School Improvement Plans			• Monitor • Continuous Improvement • Evaluate		• Monitoring
FEEDBACK LOOP & RECYCLE			• Plan for Continuous Improvement	• Recycle		• Renewal

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TITLE: NORTH CENTRAL ASSOCIATION - OUTCOMES ACCREDITATION

ABSTRACT:

NCA defines this approach as "an outcomes-oriented accreditation process which focuses on student success and quality-with-equity programs and requires the school to document...the success with which the school is achieving specific learning goals it has established for itself within the target areas." The process involves planning, a self-study, visitations by a resource team, implementation of an improvement plan, and documentation of improved student learning. Accreditation status is determined annually. The school is required to meet all of the NCA standards for its specific type of school plus the NCA standards for OA schools.

FOR MORE INFORMATION, CONTACT:

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(316) 689-3507

North Central Association
Commission on Schools
Arizona State University
Tempe, Arizona 85287
(800) 525-9517

ADDITIONAL RESOURCES:

Publications available from Kansas North Central Association:

Outcomes Accreditation, A Focus on Student Success

Guide for Outcomes Accreditation Visiting Teams

Outcomes Accreditation Handbook of Phases

Handbook for Members of Outcomes Accreditation/Evaluation Resource Teams

TITLE: A+CHIEVING EXCELLENCE

ABSTRACT:

A+chieving Excellence was developed by the Mid-Continent Regional Laboratory (McREL). Structured as a comprehensive approach to site-based decision making and school management, A+ provides a framework for curriculum, instruction and assessment decisions. It is a flexible system designed for increasing school, teacher and student efficiency, effectiveness and excellence. Utilizing research-based strategies, schools engaged in school reform or restructuring can tailor the system to address individual school needs. Steps for implementing A+ include: 1) developing a team approach to decision making; 2) assessing current efficiency, effectiveness and excellence; 3) analyzing data and selecting starting point; 4) setting goals and targeting student performance outcomes; 5) selecting appropriate strategies and tactics; 6) developing an improvement plan and institutionalizing change.

FOR MORE INFORMATION, CONTACT:

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(816) 756-2401

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Aurora, Colorado 80014
(303) 337-0990, Ext. 3047

Mary Ann Losh
Program Improvement Unit
Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

ADDITIONAL RESOURCES:

A+ Leadership Kit - McREL
A+ Videotape, Overview of A+ - McREL (free)
A+ Manual - McREL
Bibliography of References - McREL

TITLE: DEMING: QUALITY DRIVEN IMPROVEMENT

ABSTRACT:

Dr. Deming's philosophy of Quality Driven Improvement has been utilized most by business and industry in their organizational development and restructuring efforts. The success of Deming's model, philosophy, and 14 points for Quality Improvement are credited with much of the Japanese post-war revitalization and has only recently been applied in the educational community. A new vocabulary, concepts, tools, and techniques are the instruments for change. This model proposes that everything be considered as a process and examines the system to address problems. Although schools may find that there is less structure to this model than others, Deming does offer an alternate way of viewing an organization based on his four beliefs and 14 points that can be used with other restructuring efforts.

FOR MORE INFORMATION, CONTACT:

Carroll Cobble
Total Quality Education
609 Park Road
Rose Hill, KS 67133
316-776-0052

Quality Enhancement Seminars, Inc.
1081 Westwood Blvd.
Suite 217
Los Angeles, CA 90024
213-824-9623

ADDITIONAL RESOURCES:

"Restructuring Schools by Applying Deming's Management Theories", Charles A. Melvin (1991). Journal of Staff Development, Summer 1991, Vol. 12, No. 3. pp. 16-20.

"Improving the Quality of Education: W. Edwards Deming and Effective Schools", J.O.Stampen (1987). Contemporary Education Review, Vol. 3, No. 3, pp. 423-433.

TITLE: I/D/E/A (INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL IDEAS)-SIP

ABSTRACT:

IDEA-SIP is a systematic, continuous, and practical approach for achieving excellence in elementary and secondary schools. It is the culmination of more than two decades of research and experience in education improvement of the Lilly Endowment and the Charles F. Kettering Foundation. Schools involved in the IDEA-SIP use a systematic process for involving parents, teachers, administrators, students, and interested community members in a five-stage school improvement cycle including readiness, planning, training, implementing, and maintaining. A number of important generalizations from research provide the foundations upon which the program is built: (1) The school is the primary unit of change; (2) A healthy school climate is an important prerequisite for effective improvement. (3) Significant and lasting improvement takes considerable time; (4) School improvement requires personal and group commitment to new performance norms; (5) Effective schools' teachers and principals believe that all their students can master the basic learning objectives; (6) The principal's role is the key to effective improvement; (7) Effective staff development responds to how adults learn.
(8) Effective school improvement requires collaboration and a willingness to adapt and modify plans through collective decision making. Research has generated some important findings about how schools change or why they don't. IDEA utilizes results of change research to maximize the likelihood that improvement will be substantial and lasting.

For More Detailed Information and Costs:

Dr. John Bohner, President
I/D/E/A
259 Regency Ridge
Dayton, OH 45459
513-434-6969

Additional Resources:

"School Improvement is More Than School Improvement"; Fred H. Wood, Robert Freeland and John Szabo; Educational Leadership, March 1985

"Practical Realities for School-Based Staff Development"; Fred H. Wood, Sarah D. Caldwell, Steven R. Thompson; The Journal of Staff Development

"The Missing Link: A Process To Select and Implement The Recommendations"; Fred H. Wood, Frank O. Mc Quarrie, Jr.; Journal of Staff Development

TITLE: EFFECTIVE SCHOOLS

ABSTRACT:

The "Effective Schools Process" model is based on a collaborative approach to school improvement. It is a research based school reform structure. The basic premise is that all students can learn in a school district grounded in "Equity in Quality." The two student outcomes standards for measuring effectiveness are quality and equity. The *quality* standard assures having a high overall level of achievement in a school. The *equity* standard assures that high achievement does not vary significantly across race, gender, or socioeconomic-economic status of the school's student population. The Effective Schools Process identifies correlates (characteristics) of schools such as: strong instructional leadership; a clear and focused mission; a climate of high expectations for success for all students; and a safe, orderly environment.

FOR MORE INFORMATION, CONTACT:

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FAX: 608-263-6448

ADDITIONAL RESOURCES

A Guide to the School Improvement Process based on Effective Schools Research, Lawrence Lezotte & Barbara Jacoby (1990). Effective Schools Products, Okemos, MI.

Workbook for Developing A District Plan for School Improvement based on Effective Schools Research, Lawrence Lezotte & Michelle L Maksimowicz, (1989). Effective Schools Products, Okemos, MI.

Restructuring Schools for Quality and Equity, Trainer Resource Notebook and Participant Resource Notebook, National Center for Effective Schools Research and Development.

Correlates of Effective Schools: The First and Second Generation (a monograph), Lawrence W. Lezotte (1991). Effective Schools Products, Okemos, MI.

TITLE: ONWARD TO EXCELLENCE

ABSTRACT:

Onward to Excellence (OTE) is a 10-step school improvement process based on the effective school research and teacher effects research base. OTE was developed at the Northwest Regional Educational Laboratory (NWREL). The ten-step process is designed to be completed over a period of 1-1/2 to two years. STEPS INCLUDE (1) Getting Started; (2) Learning About Research; (3) Profile; (4) Set Goal; (5) Check Use of Practice; (6) Prescription; (7) Implementation Plan; (8) Implementation; (9) Monitoring; and (10) Renewal.

Strengths of the process include the research synthesis, which is an excellent compilation of teacher-effects research; a profile process that includes strategies for disaggregating data and creating data summaries of student achievement; and excellent support materials for each step in the process. OTE emphasizes that the improvement process should focus on only one broad improvement goal, and that goal must relate directly to student outcomes.

FOR MORE INFORMATION, CONTACT:

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TITLE: OUTCOMES-DRIVEN DEVELOPMENTAL MODEL (ODDM)

ABSTRACT:

ODDM is a comprehensive and systematic program for improving all facets of school operation to produce excellent achievement by all students. The model employs a systematic change process that is applied to all facets of school operation such as instruction, curriculum design, climate, leadership and management, staff development, and the flow of communications. The plan calls for a school to " change fully on a small scale". Change in each area of school operation is based on the best research literature. ODDM is a program for making all schools more effective by ensuring that the conditions exist in which all students can learn with excellence, all teachers can teach more effectively, and all administators can manage more competently. Training in ODDM helps educators identify the critical questions that must be addressed regarding school improvement and to arrive at responses to these questions that are extensive in scope, mutually compatible, and grounded in the research literature: (1) What do we want? (2) What do we know? (3) What do we believe; (4) What do we do?

FOR MORE INFORMATION, CONTACT:

Dr. Frank V. Alessi
ODDM Project Coordinator
Johnson City Central School District
666 Reynolds Road
Johnson City, NY 13790
607-770-1200

ADDITIONAL RESOURCES:

The Outcomes-Driven Developmental Model: A Program for Comprehensive School Improvement, Johnson City Central School District; 666 Reynolds Road; Johnson City, NY 13790

"ODDM: A Workable Model for Total School Improvement", Tom Rusk Vickery; Educational Leadership; April, 1990

EXCELLENCE IN AN OUTCOMES-DRIVEN SCHOOL DISTRICT: A Validation Study of the Schools of Johnson City, New York, Tom Ruck Vickery, Syracuse University, September, 1985

IMPLEMENTATION

The strategies for implementation are identical to the essential prerequisites for successful school improvement: language, time and place.

Language: All staff/community need to understand the language and the terminology of school improvement in order to communicate effectively about shared values and the direction needing to be taken. All should "talk the plan" on a regular basis in order to maintain the focus.

Time and Place: The district/school steering team needs to meet on a regular basis in order to provide leadership in initiating, managing and facilitating the collaborative process of school improvement. Time allocated to implementation correlates highly with the success of any school improvement effort.

The amount of time needed during the implementation stage is somewhat dependent upon the amount of detailed activity in the school improvement plan (SIP). It is recommended that the LEA use an Action Plan in order to assure an orderly progression toward the final desired outcome and for use in clear communication with all appropriate persons. Naturally, the Action Plan defines each activity in greater detail and might include the following:

- Narrative description of activity
- Activity outcome
- Activity action steps
- Starting and completion dates
- Members of activity team
- Required resources
- Anticipated follow-up

The person(s) responsible for each activity become the lead(s) and are responsible for pacing all work regarding the implementation of the activity, and will guide the delegation of specific responsibilities to staff members.

The activity team should thoroughly and methodically document its work. This is helpful in future planning related to similar activities. Likewise, the documentation is important for accountability to the district/school steering team, to the district/school administration, and to the Kansas State Department of Education.

At all stages of the implementation, team members need to carefully review progress and, if necessary, provide additional elaboration about the real outcome of the activity. It might be necessary to communicate with other activity teams who are addressing the same or related SIP outcomes.

There is the very real possibility that the activity team may determine that the SIP includes inappropriate activities/strategies. If this occurs, the activity team lead needs to alert the chair of the district/school steering team and request that consideration be given to the review/ revision of the SIP.

EVALUATION

PROCESS:

Each school will evaluate its effectiveness/progress toward implementing the targeted improvement plan outcomes.

PRODUCT:

Each school will evaluate its effectiveness/progress toward achieving the targeted improvement plan outcomes.

FORMATIVE EVALUATIONS:

Evaluation occurs at various points throughout the whole process to determine whether the improvement goals are being reached and whether the strategies and activities are effective.

FEEDBACK LOOP:

- Current data is used to update initial school status profile.
- Used to review progress toward achieving/implementing school improvement plan outcomes.
- Current data used for feedback into new cycle of identifying target areas for improvement.
- Used for updating school improvement plan.
- Submitted in Annual Reports to State and local Boards of Education.
- Current data is shared/communicated and used for PR.
- Used as basis for celebrating successes.

REPORTING

Progress Report

- Each school will submit an annual progress report to the State Board of Education and to their local Board of Education.

- The report will include:
  1) Disaggregated data on all State Board and local indicators.
  2) A statement of the LEA's progress toward implementing improvement plan outcomes.

When

Annually

Format

During the pilot year a collaborative team will assemble to address the issue of reporting format for school profile and school improvement plans.

MONITORING

DEFINITION

Systematically checking. **(1)** Monitoring of student performance. In an effective school, student academic progress is measured frequently by using a variety of assessment procedures. Results are used to improve individual student performance and to improve the instructional program. **(2)** Monitoring is a required step in the school improvement process. A State Board initiated audit team will visit each school at least once during each 4-year cycle in order to validate the degree that goals/targets have been attained.

PURPOSE

The school will continually self-monitor their progress toward achieving improvement plan goals.

The State audit team will validate progress toward achieving State and local outcomes and may recommend changes to the school's improvement plan and/or technical assistance. The visit shall comprise: (1) a review of documentation, (2) interviews, and (3) school observations.

WHEN?

The school will monitor on a continual basis; just as formative evaluations occur at various points throughut the whole process in order to determine progress.

To be accreditated under the Outcomes Accreditation Process, at least once every four years each school will host a State on-site audit of their improvement process.

AUDIT TEAM:

Who? How many? How chosen? These are questions to be answered collaboratively during the pilot year.

APPENDIX

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Wood, Fred H. and Frank O. McQuarrie, Jr. "The Missing Link: A Process to Select and Implement the Recommendations," Journal of Staff Development.

GLOSSARY of TERMS

QUALITY PERFORMANCE ACCREDITATION (QPA)
GLOSSARY OF TERMS

The mission for Kansas education is: To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

Accountability
Schools, educators, learners and the community being held responsible and answerable for specified results or outcomes.

QPA Accreditation Process
Four-year process for QPA accreditation. Stage One: Orientation and planning. Stage Two: School improvement plan (to be evaluated by the State Department or its designee). Stage Three: Implementation, evaluation, and review of school improvement plan. Stage Four: On-site visit. Following Stage Four, schools are evaluated and recognized by the state as having addressed all QPA outcomes leading to documentation of competency or excellence.

Action Steps
Specific activities, usually predetermined as part of a systematic comprehensive plan developed to accomplish a particular mission. (The scope and timing of each action step is estimated as closely as possible in the comprehensive plan.)

Aligned Curriculum
(See curriculum alignment.)

Alternative Assessment
Any assessment technique other than traditional norm-referenced or criterion-referenced pencil-and-paper tests.

Alternative Learning Strategies
A variety of routes or programs for achieving a given set of expected outcomes.

Assessment
A variety of methods and techniques used by educators to measure student knowledge, skills, and other traits. A process of gathering data and putting it into an interpretable form for making an evaluative judgment or a decision about a student, program or school.

Attendance Rate
The percentage of students attending school as measured by dividing the average daily attendance by the average daily membership. (Average daily attendance is calculated by dividing the number of students attending each day by the number of days school was in session. Average daily membership is calculated by adding the students attending each day and the number of students absent each day and then dividing that sum by the number of days school was actually in session.)

Attendance Rate

The percentage of students attending school as measured by dividing the average daily attendance by the average daily membership. (Average daily attendance is calculated by dividing the number of students attending each day by the number of days school was in session. Average daily membership is calculated by adding the students attending each day and the number of students absent each day and then dividing that sum by the number of days school actually was in session.) For QPA purposes, attendance data must not be gathered or reported in increments of less than half-days.

Examples:

Absent: Out-of-school suspension
Expulsion
Absence from school

Present: Attendance at school (including in-school suspension)
Attendance at school-approved activity

Authentic Assessment

Alternative assessment methods which test students' ability to solve problems or perform tasks under simulated "real life" situations.

Baseline Data

Outcome measurements gathered at the beginning of the school improvement process against which future outcome data are compared. (See **Data** and **Data Collection**.)

Basic Skills

Fundamental skills that are the basis of later learning and achievement. These include foundation and process skills in content areas, as well as higher-order cognitive skills that apply across curricular boundaries.

Benchmark

Local levels of desired performance along projected timelines.

Building Profile

A building profile is a stand-alone document which summarizes the findings of the data collection process. A building profile does not evaluate data; it simply reports the data in a format that is easily understood.

Change Process

Act or process of altering, modifying, transforming, substituting, or otherwise making or becoming different - includes deviation from established character, condition, sequence, or direction.

Community

A social group linked by common interests through residence in a specific locality whose members perceive themselves as sharing a common ideology, interest or other characteristics.

Community Analysis

A systematic process of collecting, organizing and analyzing detailed data/information about a community/environment and its constraints. The purpose is to provide the basis for designing a system that meets the needs of its clientele.

Community Characteristics

Census figures, demographics, geographical district, overpopulation, populated district, population growth, urban demographics, urban population, population trends.

Community Schools

Schools which are closely connected with the life of the community in which they are located and in which instruction and other activities are intended to be relevant to most or all segments of that community's population: neighborhood schools, non-traditional education, public school adult education, school community related outreach programs, shared facilities, lifelong learning, adult education, continued education, and extensive education.

Competence

Individual's demonstrated capacity to perform regarding the possession of knowledge, skills, and personal characteristics needed to satisfy the special demands or requirements of a particular situation.

Competency-Based Education

An education system that emphasizes the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) that are of central importance to a given task, activity, or career.

Complementary Discipline Units or Courses (Multi-disciplinary)

Delete this entry and definition. See Interdisciplinary.

Completion Rate

The proportion of a student group that has completed high school -- either by receiving a traditional high school diploma or by earning an alternative credential, e.g., GED.

Cooperative Learning

Learning situation in which students work interdependently in small groups and receive rewards or recognition based on their group's performance as well as individual performance.

Correlates of Effective Schools

- Safe and orderly environment
- Climate of high expectations for success
- Strong instructional leadership
- A clear and focused mission
- Opportunity to learn and adequate time spent on academic tasks
- Frequent monitoring of student progress
- Positive home-school relations

*National Center for Effective Schools Research & Development

Correlation

Description of the degree of association or concomitant variation between two independently measured traits.

Course Enrollment Patterns in Advance Mathematics and Science

Student enrollment patterns in courses beyond algebra and general biology. Advanced math could include geometry, algebra II, trigonometry, calculus, analytical geometry. Advance science could include anatomy, physics, principles of technology, advanced biology, AP life science, college biology.

Criteria

Objective things, specifications, or requirements by reference to which judgments are made or confirmed.

Criterion-referenced Assessment

A test or other assessment method in which the items are linked to explicitly stated objectives and where scores are interpreted in terms of those objectives rather than a group norm.

Cross-disciplinary

Viewing one discipline from the perspective of another, i.e., the physics of music and the history of math. (See also Integrated Curriculum.)

Curriculum Alignment

The agreement or match that exists among the written outcomes, the instructional process and the assessment.

Curricular Design

Arrangement of the component parts of a curriculum such as horizontal, interdisciplinary, sequential, thematic, and vertical.

Curriculum

Plan incorporating a structured series of intended learning outcomes and associated learning experiences - generally organized as a related combination or series of courses.

Data Collection

Generating or bringing together quantitative and qualitative information that has been systematically observed, recorded, organized, categorized, or defined in such a way that logical processing and inferences may occur.

Disaggregation of Data

Separation of data into the component parts (i.e., gender, race/ethnicity, socioeconomic status, age/grade, attendance center, special education level of severity for identified students) at the local level. Current QPA documentation requires data disaggregation only by gender, race/ethnicity, and socioeconomic status. Component parts may be combined to provide specific focus on groups critical to a particular school population. For example, low SES/Caucasian/males students.

Discipline Field

A specific body of teachable knowledge with its own background of education, training, procedures, methods, and content areas.

Dropout

A pupil who leaves school for any reason, except death, before graduation or completion of a program of studies without transferring to another school. Included are students who have dropped out during summer months and are therefore, in compliance with the definition.

Dropout Rate

The ratio of the number of dropouts at each grade level in the school calendar year (a school year is the twelve-month period of time beginning with the normal opening of school) divided by the number of students at that grade level in the September 20th FTE (full time equivalency) count. An individual student may be counted as a drop-out only one time during each academic year.

Effective School

A school which demonstrates that all students are learning.

Equity

Provision of services needed to ensure freedom from bias or favoritism related to all school functions/programs/activities. Equity may require unequal treatment of unequals.

Equity in Quality

Combination of the issues of **equity in** and **quality of** education. Schools must approach the education of their students with the belief that quality must be provided for all students, thus ensuring equity.

Evaluation

Appraising or judging persons, organization, or things in relation to stated objectives, standards, or criteria.

Formative evaluation: occurs during the process - learner and/or teacher needs to make an adjustment.

Summative evaluation: occurs upon completion of process.

Evaluation Data

Data to determine how well performance-based outcomes are reached, connoting qualitative judgment. In education, it is the determination of the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum.

Family

Any group of two or more persons 1) related by blood, marriage, or adoption; 2) holding common attitudes, interests, or goals; or 3) living together to form a household under one roof.

General Educational Development (GED)
An high school equivalency credential.

Global
Approach to social, cultural, scientific and humanistic questions involving an orientation to the world as a single interacting system.

Global Education
Prepares persons to live in an increasingly interdependent world.

Global Society
The assumption that cultural, ecological, economic, political, and technological ties transcend national boundaries.

Goal
Statement which defines the desired results toward which the organization's efforts are directed.

Graduation Rate
The proportion of a student cohort group that started in the ninth grade year and completed a prescribed program within the period of time prescribed for that program. (For QPA purposes, this statistic will be determined annually at the end of each school year.)

The total number of students entering grade nine, plus all students who transfer into the school in that cohort group or class during their prescribed program, minus the total number of students transferring out during that four-year period and divided into the number of students who completed state and local graduation requirements before the official enrollment count for the fall report four years later.

High Expectations
The attitudes and behaviors of the staff and the organizational structures of a school which reflect the belief that all children can learn and that all staff have the capacity to teach all children.

Higher-Level Skills
Cognitive skills that apply across curricular boundaries and are applications and syntheses of basic skills (as basic skills are defined earlier in this document).

Improvement Planning Process
Process which identifies goals and plans to improve the educational quality and performance of the school/district.

Indicator

A form of assessment measuring current school or student performance related to standards in the QPA document. The assessment must have the qualities of (1) being reliable, valid statistical information; (2) being measurable over time; (3) having policy implications, and (4) being understood by a broad audience. Indicators may include, but are not limited to, standardized measures.

Input Accreditation

State validation of school quality based upon a report of the resources applied to an educational system.

Instructional Alignment

Delete unless reference point for additional study is identified.

Instructional Leadership

Leadership which facilitates direction, emphasis and support for a school's instructional program. Such leadership inspires others to work within the school's central mission of teaching toward learning for all. Instructional leaders include teachers, support staff, central office staff and principals.

Instructional Strategies

Plans of action designed and used by educators to maximize student learning and achievement of the desired outcomes.

Integrated Curriculum

A curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience. Interdisciplinary teaching crosses content/curricular boundaries.

Interdisciplinary

See Integrated Curriculum.

Maintenance Level

Specific outcome standards and indicators have been achieved or exceeded. Monitoring of these standards and indicators must continue in order to ensure that high levels of performance are maintained.

Mastery

Ability to use a skill, demonstrate a process, and/or demonstrate content knowledge at an acceptable level of proficiency.

Mastery Learning

Strategy characterized by: (1) defining learning objectives and expected achievement levels, (2) providing enrichment or re-teaching using varied strategies, (3) offering expanded opportunities and timelines for learning. The mastery learning model assumes that given expanded learning opportunities and a flexible timeline, all students can learn identified objectives. In brief, the model sequence is 1) teach, 2) assess, 3) enrich or re-teach using varied strategies, and 4) assess.

Mission Statement

States the purpose of the organization, defines the organization's chief function, justifies the organization's existence, identifies those who are served, and identifies learner outcomes.

Mobility

Percent and number of students transferring from a building during the school year as compared to the total number of students enrolled.

Models

Representations of objects, principles, processes or ideas - often used for imitation or emulation.

Monitoring

Portion of the accreditation/accountability process providing for systematically evaluating and assessing the degree that goals/targets have been attained.

Multiple Assessments

An assessment process which comprises the use of more than a single test or evaluation procedure; data are collected from multiple sources including formal and informal tests such as norm-referenced, criterion-referenced and performance-based assessments, and other processes such as curriculum-based procedures, observations of students, and interviews or reports from parents and professionals.

NCA

The North Central Association is one of six regional accreditation associations comprising a nineteen state area. NCA accreditation denotes official membership in the North Central Association, based on the school's ability and willingness to meet and sustain the conditions for quality expressed in the objective standards established by the Commission on Schools.

NCA - OA

The North Central Association Outcomes Accreditation model is an accountability system that evaluates how effectively the school is using its human and materials resources to enhance student success.

Needs Assessment

Self-evaluation in the school improvement process is conducted by each school/district for the purposes of identifying needs and deciding on priorities.

Networking

An interconnected communication structure between people, groups or technology.

OATF

The Outcomes Accreditation Task Force was established in the fall of 1989 by the Kansas State Board of Education to investigate the implications of Outcomes Based Accreditation for Kansas. OATF was composed of representatives from State and local boards of education, district and building administrators and teachers, private schools, higher education, legislators, and members of the business community. The OATF Report was presented to KSBE in December 1990.

Out-of-School Suspension

The removal of a student from a school, through due process procedures, for not longer than the current school semester. A suspension may be for a short term not exceeding five school days, or for an extended term exceeding five school days but not longer than the current school semester.

Out-of-School Expulsion

The removal of a student from a school, through due process procedures, for not longer than the current school year.

Outcomes

Results of an educational program which measures student success.

Outcomes Accreditation

See QPA Accreditation Process

Outcomes-Based Education

Education in which focusing and organizing all of the school's programs and instructional efforts emphasize clearly defined outcomes that all students must demonstrate when they exit.

Ownership

An attitude of support by participants of a change process owing to the fact of their early involvement in the process. The attitude manifested by the belief that change is most effective when implemented by those affected by the change.

Performance-Based Assessment

A form of assessment based on observation and professional judgement in which students perform a task with clearly defined criteria. Examples include portfolios, direct writing assessments, projects, exhibitions, demonstrations, competitions, and simulations.

Performance-Based Accountability

Measures results of goals established for (1) individual student learners or (2) institutional units e.g., schools, districts, states. The major elements of this concept, regardless of which entity it is applied to, are: (A) establishment of goals or targets; (B) application of processes to reach the goals/targets; (C) measurement/assessment of progress; and (D) reporting results to appropriate individuals and/or organizations.

Phase-in Cycle

A plan for implementing the Outcomes Accreditation Process within every Kansas school district and every Kansas school by the 1994-95 school year.

Pilot Districts

The 50 Kansas school districts selected to pilot the implementation of the QPA process during the 1991-92 school year.

Pilot Schools

The schools selected by each Pilot District to implement the QPA process during the 1991-92 school year.

Portfolio

A systematic and organized collection of student work samples used by the teacher, student, and parent to monitor growth of the student's knowledge, skills, and attitudes in a specific subject area.

Postsecondary Follow-up of High School Graduates

Satisfaction with high school education during time of program completion: reflects a subjective appraisal of the student's experience in that high school.

Satisfaction with high school education following program completion: reflects a subjective appraisal of the student's preparation for post-secondary life experiences.

Gainfully employed: reflects employment sufficient to make a profit in order to live and/or continue schooling.

Enrolled in postsecondary education: is expanded to mean participating in educational programs or courses beyond high school.

Contributing to society in a positive way: reflects the importance of childrearing, volunteer work , service to others in order to enhance quality of life.

Procedures

The methods needed to carry out strategies.

Profile

Compilation of assessment information emphasizing characteristics of a school and/or district, used to measure and report progress toward achievement of educational goals. The profile describes baseline data reflecting current information and depicting change as the school/district works toward its improvement goals. Basic elements include indicators of student outcomes and student behavior, effective instructional practices, school climate, indicators of community and parent information, attitudes and perceptions (i.e., parent satisfaction, employer feedback, community perceptions, and parent involvement).

Quality Performance Accreditation (QPA)

An outcomes-based accreditation system adopted March 12, 1991, by KSBE which addresses school improvement, accountability, and individual student performance at the building level.

Race/Ethnicity

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal or community recognition.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin - regardless of race.

Black (Not of Hispanic Origin): A person having origins in any of the Black racial groups of Africa.

White (Not of Hispanic Origin): A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Safe and Orderly Environment
A nurturing school climate that allows for optimal student performance and safeguards student's emotional and physical well-being.

Sanction
Restrictive measure used to punish a specific action or to prevent some future activity.

School-Based Decision Making
Decentralized decision making. Decisions are made at the building level through collegial/collaborative means.

School Improvement
A long-term, outcomes driven collegial process which creates changes within a school that lead to student success. This process includes identification of needs and strategies for accomplishing outcomes.

School Improvement Plan
A step in the school improvement process which requires that each school develop and submit to the KSBE specific plans to achieve educational outcomes.

Set of Indicators
Combination of indicators which, together, provide a description of the system.

School Profile
See Building Profile.

Socioeconomic Status (SES)
The economic background from which a student comes. Schools typically identify low socioeconomic students as those eligible for free and reduced lunch programs. In addition, other variables may be used as indicators of socioeconomic status. SES is a variable used in disaggregating student achievement data.

Special Education Data Disaggregation
For purposes of QPA data disaggregation, students participating in special education will be identified as mild, moderate, or severe. To date, no operational definitions.

Staff
Group of employees, including teachers, administrators, instructional and non-instructional support personnel, charged with working together toward the goals of the school and district.

Staff Development or Professional Development
Process for personnel to renew or acquire skills, knowledge, and concepts and to put them into practice. On-going job related program with an organization that is designed to maintain and refine required competencies of employees.

Standard
Goal statement indicating the acceptable level of excellence.

Strategy
A deliberate plan of action.

Target Areas
The focus of school improvement activities as identified by local units in terms of student performance data.

Technical Assistance
The staff of the state Board of Education will facilitate networking between Kansas stakeholders and stakeholder groups who need and who have knowledge/expertise related to QPA and school improvement processes.

Violent Acts Against Students and Teachers
Acts which put another person (student or teacher) in fear of their well being.

Violent Acts Against Students and Teachers/School Staff
Verbal, written, and/or physical acts which put another person in fear for his/her well-being. These behaviors should be serious enough to result in either suspension or expulsion.

QUESTIONS and ANSWERS

COMMON QUESTIONS AND ANSWERS

Question: How do schools proceed to implement the 10 outcomes cited in the QPA document?

Answer: Districts/schools should analyze all 10 State outcomes through their needs assessment work, which takes place while building a school profile. They should then prioritize all 10 outcomes according to their needs and write an improvement plan which will document how each of these outcomes will be addressed over the four year cycle. Benchmarks for each of the outcomes should be developed so districts/schools will know when and if they have met each outcome. (In other words, all 10 outcomes do not necessarily need to be met the first year).

Question: What can districts/schools do within the current regulations?

Answer: Through the school improvement plan, districts/schools should be able to identify those regulations which inhibit progress toward their goals. A list of the regulations which hinder the process may be sent to KSBE with a request that they be waived. The existing accreditation regulation, SBR 91-31-4, will provide schools direction in initiating this process. Also, if a district has other non-pilot buildings, and if they are implementing school improvement processes, they, too, may request regulation waivers.

Reporting forms from the past may still be required during this first year, but it is anticipated that the forms will be less in number during year two.

Question: What are the procedures for the addition of the non-pilot buildings within a pilot district and the next 100 non-pilot districts?

Answer: Non-pilot <u>schools</u> within a pilot district need not make a formal application to be considered as part of the QPA process. The districts need to decide when and how they want their other buildings to join in the process, if they are not doing so already.

Non-pilot <u>districts</u> wishing to be considered in the next 100 phase, need to make formal application to KSBE individually. In November 1991 the State Board approved the criteria for the next 100 districts to enter the QPA Process. A copy of the criteria and a form were distributed in December 1991. Districts completing the form and meeting criteria will be accepted on a first come/first served basis, until 100 district are accepted or until the deadline of March 13, 1992, whichever comes first.

Question: Didn't the QPA Process Topic Team suggest that the wording "four-year cycle" be changed to a "four-year phase"?

Answer: Again, the whole process needs to be written in the school improvement plan. Districts/schools need to identify how they will go about the whole process throughout the 4-years.

Question: How will the QPA document be revised and what will be the timeframe for revisions?

Answer: The QPA Congress suggested that the document be revised as we proceed. It is a fluid document which will evolve as the pilot year progresses.

Question: How does the North Central Accreditation process interface with the QPA process?

Answer: The QPA system calls for a school improvement process to be used as a vehicle for identifying and addressing the state (and local, if applicable) outcomes. The North Central Outcomes Accreditation process is one such school improvement model which can be used to meet this requirement.

Question: What is the timeframe for having the school improvement plan in place?

Answer: The SIP should be initiated as one of the first steps in the QPA process since nothing can be done without first having a SIP to justify action. If it is not done within the first year, the progress toward a completed SIP should be significant. A first year benchmark would be having collected some data, identified target areas, created a timeline, and being prepared to implement a SIP.

Question: How will Federal grants fit into the QPA process, i.e. At Risk, Special Education, Bi-lingual, etc.?

Answer: All should meet certain requirements of the 10 State outcomes.

Question: What financial resources will be available for school improvement?

Answer: Local districts/schools should look for grants and other State funds designated for specific programs which will address the requirements of the QPA process. Creative planning will be necessary to take advantage of existing funding.

Question: How will the school improvement plan be reported?

Answer: The SIP will be reported annually to local and state Boards. The report will include disaggregated data on all State Board and local indicators as well as a statement of the LEA's progress toward implementing improvement plan outcomes.

Question: Where should QPA schools be by the end of year one?

Answer: The bottom line requirement is that pilot schools will have initiated the QPA process by (1) collecting essential baseline data, (2) developing a school profile, and (3) developing a school improvenment plan (SIP) which addresses State outcomes. This means that a school improvement plan (product) must be developed through a specific process, and the LEA will be prepared to document progress through that process.

OUTCOMES EDUCATION TEAM ASSISTANCE

Dist	Lead Team Membe	Team Member	Support Staff
202 Turner	BOYER	Ekey	Wolfe
209 Moscow	ANDERSON	Ekey	Woods
221 North Central	GIBBONS-SHEPHERD	Collins	Wolfe
229 Blue Valley	Gattis		Hunt
231 Gardner	Gibbons-Shepherd		Wolfe
234 Fort Scott	SHOVE	Leighty	McKinley
244 Burlington	HODGES	Gibbons-Shepherd	Boeckman
286 Chautauqua Co.	HODGES	Scrinopskie	Boeckman
287 West Franklin	Boyer		Phillips
309 Nickerson	LINDER	Nolte	Hunt
311 Pretty Prairie	LINDER	Nolte	Hunt
327 Ellsworth	Fowler	Collins	Boeckman
328 Lorraine	SCRINOPSKIE	Fowler	Wolfe
333 Concordia	BOYER	Hodges	Wolfe
342 McLouth	COLLINS	Nobo	Hunt
347 Kinsley-Offerle	ANDERSON	Loebel	Woods
361 Anthony-Harper	SCRINOPSKIE	Linder	Wolfe
366 Yates Center	HODGES	Anderson	Boeckman
377 Atch. Co. Comm	NOBO	Jones	Woods
382 Pratt	SCRINOPSKIE	Gibbons-Shepherd	Wolfe
383 Manhattan	GIBBONS-SHEPHERD	Gattis	Wolfe
395 LaCrosse	COLLINS	Boyer	Hunt
404 Riverton	Linder		Hunt
405 Lyons	Scrinopskie		Hunt
407 Russell Co.	NOLTE		Woods
409 Atch. Public	JONES	Riggs	Woods
412 Hoxie Comm.	EKEY		Hunt
415 Hiawatha	SHOVE	Nolte	McKinley
417 Council Grove	LOEBEL	Leighty	Boeckman
418 McPherson	NOLTE	Anderson	Woods
420 Osage City	LOEBEL	Ekey	Boeckman
428 Great Bend	SHOVE	Collins	McKinley
437 Auburn-Washburn	Hodges		Hunt
443 Dodge City	NOLTE	Jones	Woods
446 Independence	Loebel		Boeckman
450 Shawnee Heights	GIBBONS-SHEPHERD	Leighty	Wolfe
452 Stanton Co.	ANDERSON	Nobo	Woods
453 Leavenworth	JONES	Riggs	Woods
460 Hesston	LINDER		Hunt
461 Neodesha	Nobo		Woods
468 Healy	EKEY	Shove	Hunt
474 Haviland	LEIGHTY	Fowler	Wolfe
475 Junction City	GATTIS	Shove	Phillips
490 El Dorado	LEIGHTY	Fowler	Wolfe
497 Lawrence	Fowler		Boeckman
498 Valley Heights	BOYER	Anderson	Wolfe
500 Kansas City	RIGGS	Jones	Phillips
501 Topeka Public	NOBO		Woods
512 Shawnee Mission	LOEBEL	Boyer	Boeckman
Wich. Diocese	LEIGHTY		Wolfe

QPA ADVISORY COUNCIL

Names and Addresses of QPA Advisory Council Members .

Name	District	Address	Address 2	City	Phone
Michael Pomarico, Superintendent	Atchison USD 409	605 Kansas		Atchison, KS 66002	913-367-4385
Donald Fast	Auburn-Washburn USD 437	5928 S.W. 53rd		Topeka, Kansas 66610	913-862-0419
Micheal Pond, Principal	Chautauqua Co. Comm. High School	416 East Elm		Sedan, KS 67361	316-725-3186
Leona Stacey	Dodge City USD 443	1000 2nd, Box 460		Dodge City, KS 67801	316-227-1607
Carol Fox, Librarian	El Dorado USD 490 - High School	421 McCollum Road		El Dorado, KS 67042	316-321-3721
Bill Sailors, Asst. Superintendent	Fort Scott USD 234	5th and Main		Fort Scott, KS 66701	316-223-0800
Don Hague, Superintendent	Hoxie USD 412	724 Main, Box 348		Hoxie, KS 67740	913-675-3258
Mary Devin, Deputy Superintendent	Junction City USD 475	Box 370		Junction City, KS 66441	913-238-6184
James Heiman	Kansas City USD 500	625 Minnesota		Kansas City, KS 66101	913-551-3200
Sandra Chapman	Lawrence USD 497	3705 Clinton Parkway		Lawrence, KS 66047	913-842-9888
Connie Barricklow, Principal	Manhattan USD 383 - Lee School	701 Lee		Manhattan, KS 66502	913-539-3591
Richard Doll, Asst. Superintendent	McPherson USD 418	514 North Main, Box 1227		McPherson, KS 67460	316-241-1643
Willis Lanzrath	Nickerson USD 309 - High School	Box 67		Nickerson, KS 67561	316-422-3226
Donald Wilson, Interim Superintendent	Shawnee Mission USD 512	7235 Antioch		Shawnee Mission, KS 66204	913-831-1900
Carter Burns	The Teachers College	Emporia State University	1200 Commercial	Emporia, KS 66801-5087	316-343-1200
Phyllis Chase	Topeka USD 501	624 West 24th		Topeka, KS 66611-1294	913-233-0313
Jean Kesselman	Turner USD 202 Curr. Serv. Ctr.	2542 Junction Road		Kansas City, KS 66106	913-262-1413
Sr. Clarice Faltus, Assoc. Superintendent	Wichita Catholic Diocese	424 N. Broadway		Wichita, KS 67202	316-269-3950

Subcommittee Assignments: The following subcommittees were designated:

1. Networking - Connie Barricklow will handle this subcommittee.
   Lead - Ray Linder
   Secondary - Doyle Ekey

2. Annual Report - Mick Pond, Willis Lanzrath and Mary Devin volunteered for this group.
   Lead - Jim Anderson
   Secondary - Kathleen Gibbons-Shepherd, Harold Hodges

3. SIP Development - Sr. Clarice Faltus, Sandra Holloway, Carter Burns, and Leona Stacey have agreed to study this matter.
   Lead - Kathy Boyer
   Secondary - Janet Loebel, Richard Leighty

4. Definitions - Carol Fox, Carter Burns, Jim Heiman, and Jean Kasselman will study the document.
   Lead - Jane Fowler
   Secondary - Kim Gattis, Judi Miller

5. QPA Document Revisions - Donald Wilson and P. K. Duncan will review and study this document and report to the Council.
   Lead - Steryl Jones
   Secondary - Mel Riggs
   Notify - Dr. Freden

6. Congress II - Rick Doll will get together a team to give input on this.
   Lead - Steve Nolte
   Secondary - Jeannette Nobo

7. Mission Statement - The Northeast Kansas Group with Jean Kasselman as Lead (Pomarico, Heiman, Holloway, Wilson, Chase) will get together to work on this assignment.
   Lead - Maria Collins
   Secondary - Frayna Scrinopskie, Craig Shove
   Notify - Dr. Freden

TRANSPARENCIES

Copies of Process Module transparencies are available by contacting:

Mail: Outcomes Education Team
Kansas State Board of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182

FAX: (913) 296-7933

Phone: (913) 296-2325 (Jean)

TRAINING TIPS

TRAINING TIPS

Purpose

- Determine purpose of the training and the desired outcomes. Share this with the audience during the training.

Location

- Where will the training be held?
- Trainer should feel comfortable in requesting style of room set-up.

Audience

- Who will be the audience? (School administrators, teachers, parents, support staff, community).
- How many participants?
- What are their training needs?
- Be aware of individual styles of participation and strive to include everyone in the learning process.

Time

- Amount of time alloted for presentation?
- How might the module presentation be modified so that the training can occur within differing time frames: 1 1/2 hours, 3 hours, 1/2 day, full day?

Equipment/Materials

- What AV equipment might be needed?
- W[illegible] there be handouts?
- Use a variety of presentation methods: lecture, discussion, overheads, etc.

Trainer

- The KSBE contact person for the Pilot district/school should be present at the training although they may not be doing the actual training.
- If the KSBE contact person is not doing the training and cannot be present for the training, another member of the OE Team should be invited.
- The trainer is more a learning facilitator than expert. Don't be afraid to say "I don't know, but I will find out for you." Or ask, "Does anyone know that answer?"

Participation

- Regardless of the length of each training session, a question/answer period should be provided.
- Strive for audience participation and focused discussions.
- Keep participation focused by asking questions, making assertions, and summaries.

Evaluation

- All training sessions are to be evaluated. Standard evaluation forms should be used which contain the training date, location, school district(s) involved, and topic. The form should be used to evaluate both content and trainer. A question needs to be included regarding follow-up.

Humor

- An excellent means for relieving tension, retaining interest and eliciting audience participation is the interjection of humor into the presentation.

BEST COPY AVAILABLE

EVALUATION FOR: *(Title) (Place) (Date)*

PLEASE CIRCLE THE NUMBER THAT BEST REFLECTS YOUR OPINION ON THE STATEMENT BELOW

5=EXCELLENT 4=ABOVE AVERAGE 3=AVERAGE 2=BELOW AVERAGE 1=INADEQUATE

1.	The workshop contained an appropriate amount of both lecture and audience participation.	5	4	3	2	1
2.	The presenter(s) used effective presentation strategies	5	4	3	2	1
3.	The presenter(s) was well organized.	5	4	3	2	1
4.	The presenter(s) was responsive to individual questions pertaining to the presentation.	5	4	3	2	1
5.	The presenter(s) was able to make the material clear to me.	5	4	3	2	1
6.	The presenter(s) provided appropriate hand-out materials.	5	4	3	2	1
7.	The workshop facilities were adequate and appropriate.	5	4	3	2	1
8.	As a result of this workshop (Insert desired outcome for this workshop session).	5	4	3	2	1
9.	As a result of this workshop (Insert desired outcome for this workshop session).	5	4	3	2	1

10. What types of additional information or follow-up activities should be provided?

_____

_____

_____

11. How will you use the knowledge or skills gained during this workshop?

_____

_____

_____

12. Use back side for additional comment: